

PERSONAL SERVICES

BEAUTY CULTURE

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NOTE: This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning Senior High School Beauty Culture. The information contained in the Guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.



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I. INDUSTRIAL EDUCATION

Industrial Education is a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in Industrial Arts and Vocational Education culminating in on-the-job work experience, or entry into a job or post-high school institution for further education.

The program consists of courses ranging from those designed for an exploration of the technologies and trade areas to units of practical preparation for a career. In the process the courses develop the student's knowledge of himself, his talents and his skills.

The Industrial Education course "guides" provide the teacher with an outline of the topics, generalizations and concepts selected as most relevant for the physical and mental development of the students and the logical development of the subject area in accordance with the resources of the school in both teaching personnel and facilities.

The Guide leaves much scope for the teacher to develop content related to the topics, especially in writing behavioral objectives describing specific changes in student behavior anticipated from the learning tasks.

It is expected that each school district will develop a program of Industrial Education appropriate to the fulfilment of the needs of its student clientele.

II. OBJECTIVES

A. Industrial Education Objectives

The general objectives of Industrial Education complement the aims and objectives of the secondary school. The objectives of Industrial Education are:

1. To provide students with the curriculum content designed to develop fundamental tool and procedural skills which help prepare them to enter a family of occupations.
2. To provide students with courses that serve as vehicles which help them relate their academic knowledge to vocational competencies.

3. To provide students the opportunity to develop basic competencies, both academically and in work skills, to enter either a job or a post-high school institution for further education.
4. To provide students with the environment whereby they may develop sound attitudes and acceptable work habits, and achieve a feeling of accomplishment.

B. Personal Services Career Field Objectives

The Personal Services courses should give students an opportunity to:

1. Gain an understanding of the career field.
2. Promote a concept of personal service and assist the student to develop an individual philosophy of services.
3. Gain knowledge of personal care and good nutrition which will contribute to the individual's well-being and health.
4. Develop the basic skills and knowledge necessary for entry into a job or post-secondary educational institutions.

C. Major Area of Study Objectives

1. To develop attitudes and career skills so that a student may find more satisfying life styles and accept the responsibilities of citizenship.
2. To develop competencies which will enable a student to enter post-secondary education and/or the work field.

III. EVALUATION

Evaluation of student growth should be based on stated behavioural changes and specific criteria understood by the students. Allowance should be made for both self and teacher evaluation and in some cases peer evaluation. Evaluation should further be based on the three domains of learning as defined by an Alberta committee of Industrial Education teachers.

- a. Verbal and Written Communication
- b. Personal Growth
- c. Manipulative Skills

The weighting given each of the three measures will depend on the nature of the behaviour being evaluated. For a more detailed treatment of evaluation see the Industrial Education Handbook.

IV. ORGANIZATION

A. Guide Organization

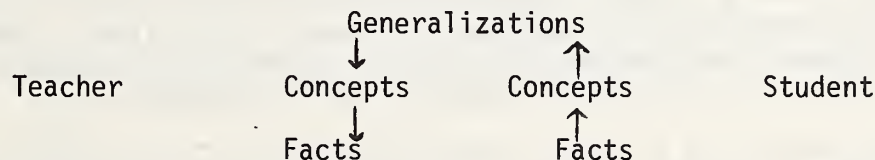
The course guides are developed on the following pattern:

1. Topic: Each course is subdivided into a number of topics.
2. Generalization: The main generalization or "big" idea that students should learn follows each topic.
3. Concepts: The concepts divide the topic into the teaching components. They give more direction on specific areas that should be studied.
4. Behavioural Objectives: These describe specific changes in student behaviour which result from the learning tasks he performs.

The guide gives only a few sample behavioural objectives.
It is the responsibility of the teacher to develop as many behavioural objectives as he can teach in the time available.

Facts are taken to be items of specific information, concepts are categories of information, and generalizations express the relationship between concepts.

In planning a lesson, the teacher moves down this hierarchy, whereas in learning, the student begins with facts and moves upward.



B. Program Organization

1. Program Description

The courses or modules in the Beauty Culture program provide students with the opportunity to learn the theory and the skills required in the profession. They will learn about the care of the human body and methods of enhancing appearance, and develop skills in activities which constitute beauty culture. In addition they will learn about the profession, job opportunities and business practices.

2. Organization of Majors

The major is divided into seven five-credit modules and one block of time varying from 5 - 20 credits. Entry into the program is through Industrial Education 10 which includes the equivalent to 2 1/2 credits in Beauty Culture or Beauty Culture 12. The second and third level modules ("22" and "32") are all sequential.

In addition to the modules set out in the major for Beauty Culture, a student may select modules designated as minors. These are normally the first level or introductory course of the area, e.g. Food Preparation 12 or Health Services 12.

A student wishing to meet the requirements of the Apprenticeship Branch must complete all eight modules in the major area or go into an apprenticeship to complete the hours required.

Some students, however, may take only a few modules in a major area as a supplement to their academic program or they may broaden their selection to other career fields. The scope of the Industrial Education program allows the flexibility necessary for the program to be tailored to meet the interests and needs of the individual class or student.

The chart on Page 5 gives a graphic description of the Beauty Culture program. Each module is identified and the sequences are indicated by lines, e.g., after a student has completed one of Beauty Culture 12 or Industrial Education 10 he/she may advance to any module to which the solid line leads. In this case all modules are in sequence.

Once a student has enrolled in a "22" or second level course he may also select modules from the minor fields. Minors for which grants are available are listed on the chart.

Students may find some of the courses in the listed related fields beneficial to their career program development. They are encouraged to take them even though these related courses are not supported by special grants. Standards of proficiency are set by the instructor at a level deemed reasonable for the students involved.

3. Facility Organization

The organization of the physical facilities is in part determined by the original plan. There are however adjustments that can be made in the layout by the teacher to accommodate his/her style of teaching. The number of students in a class affects the way the lab or shop is organized. While most of the shops in Alberta are designed for 16 to 20 students, a number of factors must be considered in the final assignment of class load. These factors include:

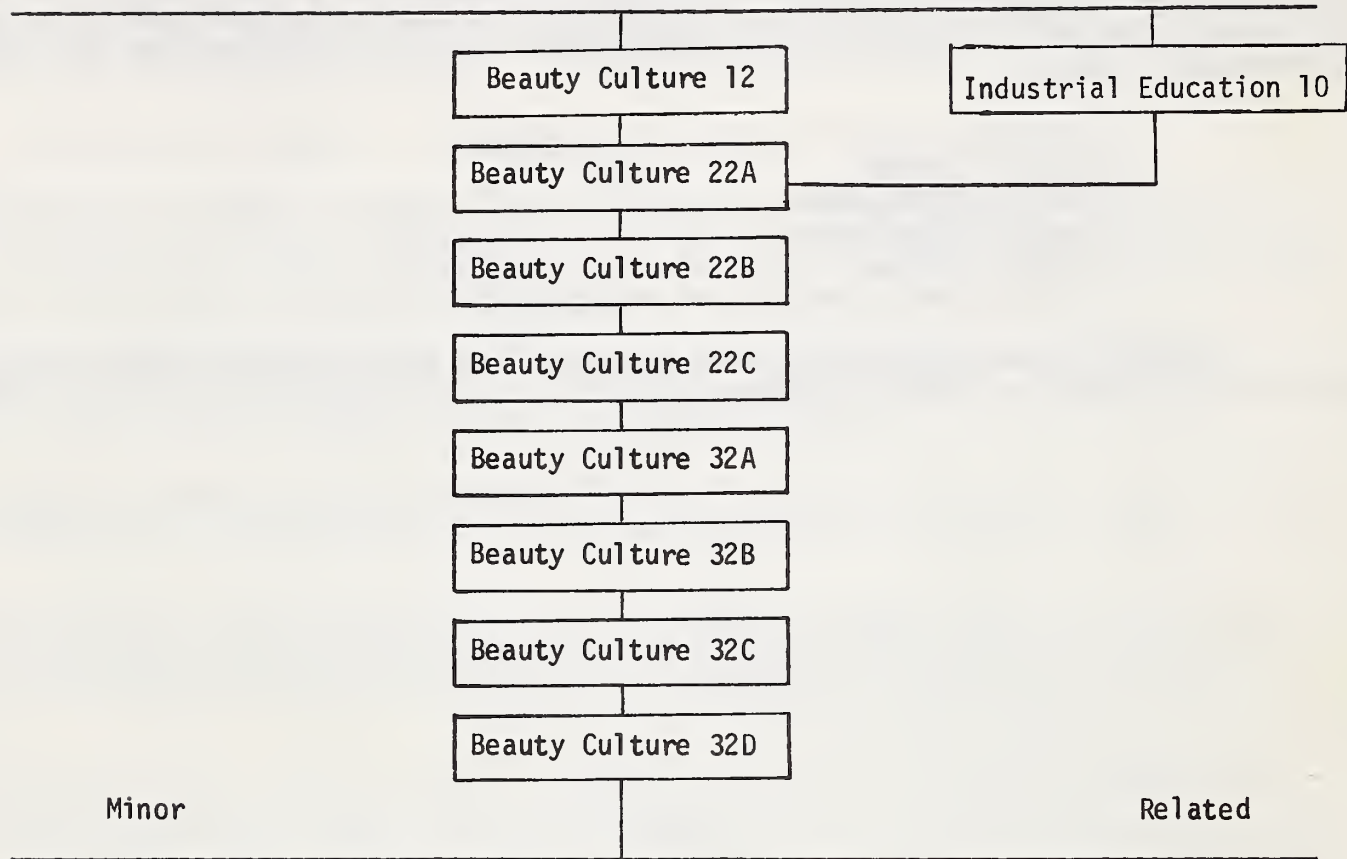
1. physical size of the shop or laboratory
2. type of student
3. amount of equipment
4. type of programming
5. type of course
6. training and experience of the teacher.

Safety of the students and their opportunity to obtain teacher contact are important considerations when class loads are determined.

CAREER FIELD

PERSONAL SERVICES

Beauty Culture



Minor

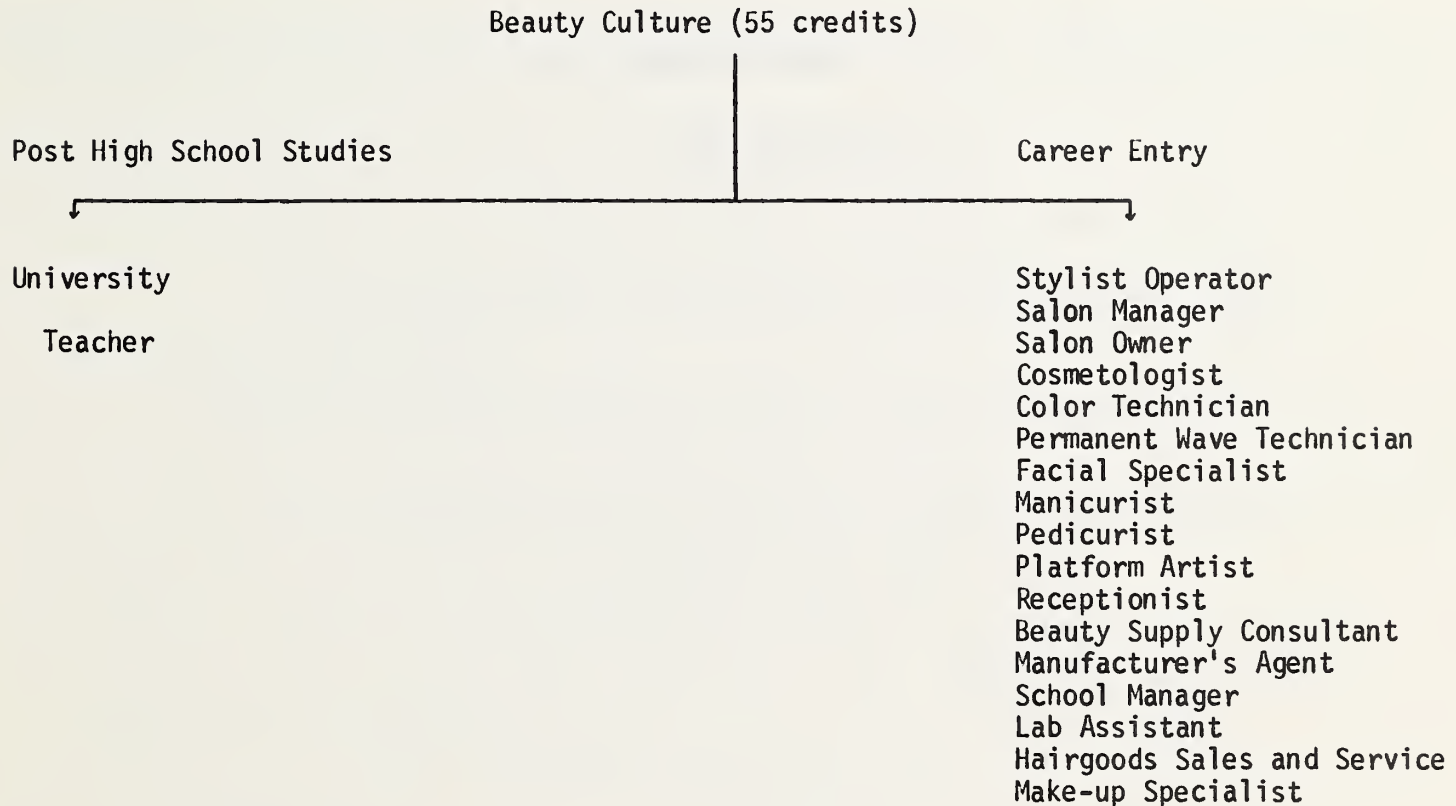
Related

Health Services
 Food Preparation
 Fashions & Fabrics
 Visual Communications
 Commercial Art
 Performing Arts

Home Economics
 Business Education
 Work Experience

V. CAREER OPPORTUNITIES

Students having taken all or most of the modules in the Beauty Culture major may look forward to the following career opportunities:



VI. BEAUTY CULTURE

1. Beauty Culture 12

INTRODUCTION

Beauty Culture is unique in that it may terminate with the accumulation of 1400 hours of training, enabling the student to attempt the examination for the Provincial Beauticians' Certificate of Proficiency.

Modules 22A through 32D must be taken in sequence. Entry to 22A may be through the Industrial Education Module, providing it includes a Beauty Culture unit. Entry may also be through the Beauty Culture 12 Module.

I. OBJECTIVES

The objectives of Beauty Culture 12 are:

1. To familiarize the students with the career field, the care and maintenance of equipment, safety, hygiene, cosmetology, basic hairstyling and personal development.
2. To provide an opportunity for students to gain experience in dealing with the public, co-workers and management.
3. To provide an opportunity for students to begin developing skills and a knowledge of beauty culture.

II. CONTENT SUMMARY

1. Career field study
2. Equipment and tools
 - identification
 - safety
3. Trichology
4. Nail and manicures
5. Skin care, make-up and appearance
6. Personality development
7. Hair styling
8. Basic cosmetology

III. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

IV. REFERENCES

The following references are suggested:

Charm and Poise for Getting Ahead. Milady Publishing Corporation, (1971 Edition).

Coletti, Anthony B. *Keystone Guide to Cosmetology.* Keystone Press.

Coletti, Anthony B. *Keystone Guide to Cosmetology; Teacher's Manual.* Keystone Press.

Hair Analysis, A New Concept. Redken Laboratories; 14721 Califa Str., Van Nuys, California, (1968 Edition).

Hair Structure and Chemistry, Simplified. Milady Publishing Corporation, (1971 Edition).

Hair Structure and Chemistry, Workbook. Milady Publishing Corporation, (1971 Edition).

Poque, Paul. *Profits and You.* Town House Publishing, Toronto.

Scientific Approach to Hair Coloring, The. Redken Laboratories, (1968 Edition).

* *Standard Textbook of Cosmetology.* Milady Publishing Corporation; 3839 Plains Rd., Bronx, N.Y., (1972 Edition).

Telltale Hair. Redken Laboratories; 14721 Califa Str., Van Nuys, California.

* Prime References.

Periodicals

American Beauty

Canadian

DFZ

Estetica

Modern Beauty Shop

Topic I. CAREER FIELD STUDY

Major: Beauty Culture

Generalization A: There are many occupations within and related to the career of Personal Services.Course: Beauty Culture 12,
Cosmetology

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. *Career Field Occupations		<p>The student will:</p> <ul style="list-style-type: none"> a. describe the various occupations available in the career field and the requirements for entry into specific occupations. b. list the courses in the career field of Personal Services as follows: <ul style="list-style-type: none"> (i.) Beauty Culture (ii.) Food Preparation (iii.) Fashion and Fabrics (iv.) Health Services c. list the courses offered in the school system or area of career field. (Work Experience, Ind. Arts, Bus. Ed., Home Ec. Arts & Crafts) 		
2. *Related Occupations				

Notes: * These concepts and subconcepts are recommended for coverage in the Industrial Education 10 course if used as a pre-requisite.

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
<p>3. *Employment Opportunities</p> <p>(i.) local (ii.) regional (iii.) federal (iv.) international</p>		<p>The student will:</p> <p>a. assess the employment opportunities in the trade:</p> <p>(i.) Assistant (ii.) Stylist operator (iii.) Salon Manager (iv.) Salon Owner (v.) Cosmetologist (vi.) Receptionist (vii.) Beauty Supply Consultant (viii.) Manufacturer's Agent (ix.) School - Manager (x.) Lab - Assistant (xi.) Facialist (xii.) Manicurist (xiii.) Pedicurist (xiv.) Color Technician (xv.) Platform Artist (xvi.) Barber (xvii.) Hairgoods, Sales and Service</p>	<p>Newspaper Shopowner's Associations Canada Manpower</p>	

Notes:

Topic II: EQUIPMENT AND IMPLEMENTS

Generalization B: The identification, safe use and maintenance of equipment and implements is necessary in job performance.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. *Identification		<p>The student will:</p> <p>a. label salon equipment and implements such as:</p> <ul style="list-style-type: none"> (i.) dryers, hand blowers and curling irons (ii.) sinks (iii.) steamer, heating caps (iv.) color XL machine (v.) manicure equipment (vi.) facial sauna (vii.) high frequency machine (viii.) microscope. (ix.) microgram scale (x.) biocrinology viewer. <p>b. use and maintain all above equipment.</p>	Practice with equipment.	
2. *Safety		<p>a. list the consequences of unsafe acts in the salon, in particular with regard to the handling of the above equipment.</p>		

Notes:

Generalization C: Cosmetology deals with structure, and function of hair and skin.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Physiology		<p>The student will:</p> <ul style="list-style-type: none"> a. draw and label diagrams of hair, follicle, muscle, glands, tissue and specific layers of hair. b. list several functions of hair. 	<p>Use of transparencies.</p> <p>Practice on models.</p>	

Notes:

Topic IV: NAIL AND MANICURES

Generalization D: Cosmetology deals with the structure, function and treatment of nails.
(manicure)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. *Physiology of the nail		The student will: a. draw and label a diagram of the nail and list the functions and disorders.	Use of transparencies.	
2. Manicuring		a. practise manicures and use implements and treatments (Lactol treatment).	Practise on models.	

Notes:

Generalization E: Skin care is basic to the health and well-being of a person.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. *Cleansing		The student will:		
		a. cleanse skin using appropriate lotions and creams.	Use facial sauna and ultra-violet lamp.	
2. *Make-up		a. apply day and evening make-ups. b. evening make-up		

Notes:

Topic VI: PERSONALITY DEVELOPMENT

Generalization F: Success in the Beauty Culture field depends on satisfactory relationships between co-workers and the public.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. *Character Development (i.) courtesy (ii.) tact (iii.) etiquette (iv.) attitudes (v.) habits		The student will: a. demonstrate competency in the areas of (i.) courtesy (ii.) tact (iii.) etiquette (iv.) attitudes (v.) habits by demonstrating the ability to get along with co-workers, management and the public.		

Notes:

Generalization G: The employability of the cosmetologist is directly related to his competency in the areas of shampooing, finger waving, pin curling, roller setting, blow drying and comb-out techniques.

Notes:

Topic VIII: BASIC COSMETOLOGY

Generalization H: The successful practice of Cosmetology involves the study and application of principles of 1. bacteriology, 2. hygiene, 3. sterilization and sanitization, 4. chemistry.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. *Bacteriology		The student will:		
		a. identify varieties of bacteria; answer questions on bacteria, growth, location, causes, nature of viruses, and immunity.	Mold culture.	Microscope Transparencies
2. *Hygiene		b. adhere to rules of public and personal hygiene and grooming.		
3. *Sterilization and Sanitation		c. answer questions and practise the use of: (i.) fumigants (ii.) quats (iii.) germicide (iv.) alcohol (v.) formalin	Mixing of formulas.	"
4. Chemistry		d. diagram the pH scale and locate commonly used solutions. e. measure solutions according to the metric system.	Testing of solutions.	Nitrozone paper.

Notes:

VI. PERSONAL SERVICES

2. Beauty Culture 22A

INTRODUCTION

Students may advance to Beauty Culture 22A from Beauty Culture 12 or Industrial Education 10 of which Beauty Culture constitutes 65 hours.

I. OBJECTIVES

The objects of Beauty Culture 22A are:

1. To provide the student with basic knowledge in trichology, chemistry, hairstyling, facials, make-up, shampoos, scalp treatments and temporary colors.
2. To develop an acceptable standard of performance to customer service.

II. CONTENT SUMMARY

1. Hairstyling
2. Trichology
3. Hair coloring
4. Cosmetology
5. Equipment and implements
6. Ethics

III. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

IV. REFERENCES

As listed for Beauty Culture 12.

Topic I: HAIRSTYLING

Major: Beauty Culture

Generalization A: The satisfaction and employability of the cosmetologist are directly related to his competency in the areas of shampooing, fingerwaving, pin curling, roller placement, comb-out techniques and blow drying.

Course: Beauty Culture 22A

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Shampoo		The student will: a. select appropriate shampoo		
2. Hairstyling		b. shampoo hair in accordance with approved practice a. set a head of hair by using a combination of rollers, pin curling and fingerwaving techniques.		
3. Hair Drying		a. set up dryer, select temperature. b. blow dry hair.		
4. Brushing and Combing		a. brush and comb out dried hair in accordance with the features and style chosen. b. shampoo, set, dry and comb out a customer in 45 minutes, exclusive of drying time.	Practice on mannequin.	

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
5. Hairstyling using blow drying and curling iron techniques.		<p>The student will:</p> <ul style="list-style-type: none"> a. shampoo and blow dry a head of hair using hand dryer. b. curl a head of hair using a curling iron.. c. develop a hair style using brush and comb-out techniques. 		

Notes:

Generalization B: Maintaining a steady clientele is dependent upon offering a variety of services such as facials, manicures and head and scalp massage.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
<p>1. Facial Makeup</p> <p>(i.) types</p> <ul style="list-style-type: none"> - pack - mash - acne 		<p>The student will:</p> <p>a. assemble and organize the equipment and materials</p> <ul style="list-style-type: none"> (i.) utensils (ii.) creams (iii.) lotions (iv.) cosmetics (v.) polishes <p>b. prepare patron by</p> <ul style="list-style-type: none"> (i.) seating comfortably (ii.) draping properly <p>c. do a facial with make-up.</p>	<p>Practise on students before advancing to customers.</p>	
<p>2. Manicure</p>		<p>a. lay out equipment and materials for a manicure.</p> <p>b. manicure patron.</p> <p>c. hand massage.</p> <p>d. apply nail polish. The time required should not exceed one hour and the quality of the workmanship should satisfy the teacher and the patron.</p>		

Notes:

Topic II: TRICHOLOGY (Continued)Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
3. Scalp Treatment		<p>The student will:</p> <ul style="list-style-type: none"> a. diagnose the condition of the scalp and hair and select the appropriate treatment. b. use heat and scalp manipulation treatment. 		

Notes:

Topic III. HAIR COLORING

Generalization C: Servicing patrons in a beauty salon will include the ability to select and apply a temporary color rinse.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Temporary Rinse		<p>The student will:</p> <p>a. select and apply a temporary color rinse in the appropriate shade</p>	Practise on students, relatives or volunteers.	

Notes:

Generalization D: The successful practice of beauty culture includes the application of the principles of bacteriology, hygiene, sterilization, sanitation and chemistry.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Bacteriology		<p>The student will:</p> <ul style="list-style-type: none"> a. identify several varieties of bacteria. b. study bacteria growth and causes of infection. c. study the nature of viruses. d. explain the methods of obtaining immunity. 		
2. Personal Hygiene		<ul style="list-style-type: none"> a. practise personal hygiene and good grooming. 		
3. Sterilization and Sanitation		<ul style="list-style-type: none"> a. explain methods of sterilization and its importance. b. use the materials for sterilization such as: <ul style="list-style-type: none"> (i.) germicides (ii.) fumigants (iii.) formalics (iv.) alcohol 		

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
<p>4. Chemistry</p> <p>Responsible business management requires the safe use of non-renewable resources and disposal of non-degradable chemicals.</p>		<p>The student will:</p> <ol style="list-style-type: none"> locate on pH scale commonly used solutions. list the effects these solutions have on hair and skin. test the volume strength of peroxide and list the effects on the hair and skin. collect pictures showing responsible and irresponsible use of our natural resources. 		

Notes:

Generalization E: The identification, safe use and maintenance of equipment and implements is necessary in job performance.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Identification of Tools		<p>The student will:</p> <p>a. identify the parts of salon equipment and tools:</p> <ul style="list-style-type: none"> (i.) driers (ii.) steamers (iii.) accelerators (iv.) hand driers (v.) irons (vi.) ultra violet lamps (vii.) scissors (types) (viii.) manicure implements (ix.) facial sauna <p>b. clean, oil, change filters on items as needed.</p>		
2. Safety		<p>a. list unsafe acts in the beauty salon and cite possible consequences of such acts.</p>		

Notes:

Generalization F: The maintenance of high public regard for the professional status of cosmetologists will depend on the operator's adherence to a strict code of ethics.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Ethics		<p>The student will:</p> <p>a. define terms such as</p> <ul style="list-style-type: none"> (i.) professional (ii.) ethical (iii.) moral (iv.) good hairdresser <p>b. demonstrate ethical consideration of co-students and patrons.</p>	Analyze newspaper ads for manufacturers claims, price setting, etc.	Guest speakers.

Notes:



VI. PERSONAL SERVICES

3. Beauty Culture 22B

INTRODUCTION

Students may advance to Beauty Culture 22B from 22A.

I. OBJECTIVES

The objectives of Beauty Culture 22B are:

1. To introduce the student to the law of color and its application in hair coloring.
2. To familiarize the student with the physiology, anatomy, chemistry of permanent waving and basic hair cutting.

II. CONTENT SUMMARY

1. Hair coloring, semi-permanent
2. Hair styling
3. Cold waving
4. Physiology and anatomy
5. Trichology

III. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

IV. REFERENCES

As listed under Beauty Culture 12.

Career Field: Personal Services

Topic I: HAIR COLORING, SEMI-PERMANENT

Major: Beauty Culture

Generalization A: Servicing patrons with semi-permanents and hair coloring includes the ability to apply the law of color and select and mix appropriate shades.

Course: BC 22B

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Law of Color		The student will: a. list and label primary, secondary and tertiary colors. b. produce a color-wheel and test hair for protein content.		Redken Lab, Van Nuys, California
2. Prepare and Administer a Pre-disposition Patch Test		a. administer test. b. list salient features regarding the test.		
3. Selection, Mixing and Application of Color		a. select and mix appropriate color and apply color. b. apply color on model and use color machine.		Microgram

Notes:

Generalization B: Hair styling involves hair cutting, roller placement, pin curling, blow drying, finger waving, and shampooing. Use of curling iron and comb-out techniques.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Hair Cutting		The student will: a. section hair & demonstrate ability using razor, shears and scissors.	Work on mannequins and patrons.	Styling books. Newest fashion magazines Field trips to conventions. Guest artists.
2. Roller Placement		a. place rollers (tapered and volume rollers)	Work on mannequins and patrons.	
3. Styling		a. style hair by using a combination of processes - pin curl technique - blow dry - shampoo - curling iron - finger wave - end comb-out		

Notes:

Generalization C: Safe cold waving depends upon the understanding of the chemical and physical processes and protective measurements and sound ecological disposal of waste chemicals.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
<p>1. Cold Waving</p> <ul style="list-style-type: none"> - chemistry of cold waves - safety and protective measures - blocking and winding as physical process - complete cold wave 		<p>The student will:</p> <ol style="list-style-type: none"> list chemicals involved in cold waves and describe their action on hair. apply the rules of safety (chemical burns). block and wrap hair with cold wave rods with accurate tension, end paper placement, correct distribution and rod size. block, wind, apply solution, determine with test curl wave formation, rinse, blot and neutralize. list alternative disposal of non-degradable chemicals. 	<p>Test lotions.</p> <p>Practice on mannequins.</p> <p>Practice on human beings.</p> <p>Field trip to water treatment plant.</p>	<p><i>Hair Structure & Chemistry Simplified,</i> Milady Publishing Corp., Bronx, N.Y.</p>

Notes:

Topic IV: PHYSIOLOGY AND ANATOMY

Generalization D: The functions of cells, bones, muscles, tissues, organs and systems form a basic part of Physiology and Anatomy.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Physiology - Cells - Tissues - Organs		The student will: a. explain cell growth, reproduction, metabolism. b. describe the function of: - tissues - organs - systems.		Charts Transparencies
2. Anatomy		a. list and label bones, muscles, nerves, and the systems of the human body: - skeletal system - muscular system - nervous system - circulatory system - endocrine system - digestive system - respiratory system	Use of skeleton.	Charts Transparencies

Notes:

Topic V: TRICHOLOGY

Generalization E: Advanced Trichology deals with characteristics of hair and the structure and nature of hair protein.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Structure of Hair		The student will: a. list and label hair structure.		Transparencies
2. Nature of Hair Protein		a. test hair strands to define protein content and elasticity and file findings. b. test hair root for oily deposits.	Microgram scale. Biocrinology viewer.	<i>Hair Structure & Chemistry Simplified,</i> Milady Publishing Corp., Bronx, N.Y.

Notes:

VI. PERSONAL SERVICES

4. Beauty Culture 22C

INTRODUCTION

This course follows in the normal sequence; however, if scheduling becomes difficult, it may be taken out of sequence. The content provides a review of previous theory covered and further practice.

I. OBJECTIVES

The objective of Beauty Culture 22C is to develop practical skills necessary for customer services with expansion of the knowledge gained here-to-fore.

II. CONTENT SUMMARY

1. Hairstyling
2. Cold waving
3. First aid and health
4. Hair-coloring

III. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

IV. REFERENCES

As listed in Beauty Culture 12.

Career Field: Personal Services

Topic I: HAIR STYLING

Major: Beauty Culture

Generalization A: The personal satisfaction and employability of the cosmetologist is directly related to his competency in the areas of shampooing, finger waving, pin curling, roller placement, comb-out techniques, blow drying and hair cutting.

Course: Beauty Culture 22C

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Styling		<p>The student will:</p> <p>a. do more advanced work in:</p> <ul style="list-style-type: none"> (i.) shampooing (ii.) finger waving (iii.) pin curling (iv.) placing rollers (v.) combing out <p>b. practise on mannequin.</p>		
2. Hair Drying		<p>a. shampoo and blow dry a head of hair.</p>		
3. Curling		<p>a. curl a head of hair using curling irons, then develop a style using brush and comb-out techniques.</p>		
4. Haircutting		<p>a. shape and cut a head of hair both in basic cut and current trend.</p>		

Notes:

Generalization B: Maintaining a beauty salon clientele will require the cosmetologist to select a permanent wave and perform the service of permanent waving.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Cold Waving		<p>The student will:</p> <ul style="list-style-type: none"> a. select appropriate rod size. b. select appropriate solution. (Alkaline or Acidic perm solution) c. wind a head of hair in cold wave rods. d. process the hair using test curl techniques. e. neutralize the hair. f. list alternative disposal of non-degradable chemicals. 	Practise winding on mannequins.	

Notes:

Generalization C: Serving the public and maintaining personal health requires an understanding of body functions and an ability to apply first aid techniques.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Systems of the Body		<p>The student will:</p> <p>a. identify the functions of the following systems:</p> <ul style="list-style-type: none"> (i.) reproductive (ii.) digestive (iii.) circulatory (iv.) neurological 		
2. First Aid		<p>a. apply pressure bandages to stop bleeding.</p> <p>b. apply an arm sling.</p> <p>c. explain the precautions to take if a person:</p> <ul style="list-style-type: none"> (i.) faints (ii.) has an epilepsy seizure (iii.) has taken poison <p>d. know how to treat for shock.</p> <p>e. apply artificial respiration.</p> <p>f. treat for chemicals in the eyes.</p>		

Notes:

Topic IV: HAIR COLORING

Generalization D: A cosmetologist must have competence in the selection of permanent hair color and in performing the service of tinting.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Hair Coloring		<p>The student will:</p> <ul style="list-style-type: none"> a. consult with patron on desired shade. b. select and mix the tint. c. apply, time, and use accelerator when appropriate. d. remove the color. 		

Notes:

VI. PERSONAL SERVICES

5. Beauty Culture 32A

INTRODUCTION

The third level course or "32's", of which this is the first module, and is designed to expand the skills developed thus far.

I. OBJECTIVES

The objectives of Beauty Culture 32A are:

1. To increase the student's knowledge and skills in advanced Haircoloring (Bleaching, Frosting, Hairstyling, Fashion Cuts, Facials and Pedicures).
2. To familiarize the student with shop management and salesmanship.

II. CONTENT SUMMARY

1. Advanced hairstyling
2. Hair coloring
3. Advanced cosmetology
4. Shop management

III. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

IV. REFERENCES

As listed for Beauty Culture 12.

Topic I: ADVANCED HAIR STYLING

Major: Beauty Culture

Generalization A: To keep up with the changing fashion, beauticians have to develop skills in advanced styling and cutting.

Course: 32A

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Hair Styling		The student will: a. style hair according to the newest fashion.	Styling on patrons.	Style shows. Competition work. Style magazines.
2. Fashion Cuts		a. use the newest systems of cuts (symmetrical)	Cutting on patrons.	

Notes:

Topic II: HAIR COLORING

Generalization B: Bleaching, frosting, framing, shading are areas of hair coloring a beautician is required to be competent in.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Bleaching		<p>The student will:</p> <ul style="list-style-type: none"> a. test hair, mix, apply and process bleach. b. mix bleach and use steamer and accelerator where appropriate. 		
2. Frosting		<ul style="list-style-type: none"> a. use different methods of frosting, framing, and shading (blonde on blonde) with cap and foil method. 		

Notes:

Generalization C: Application of facials, eye lashes, and pedicures is part of advanced cosmetology.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Facials		The student will: a. cleanse, massage, apply masks and make-up.	Facials on customers.	
2. Eye lashes		a. apply permanent eye lashes.	Work on customers.	
3. Pedicures		a. apply pedicures	Work on models.	

Notes:

Generalization D: Knowledge of cosmetics is an essential part of cosmetology.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Cosmetics		<p>The student will:</p> <ul style="list-style-type: none"> a. list contents in a number of cosmetics and their practical application. b. use and practice with different cosmetic brands. 	Students check skin and apply and sell cosmetics.	Wholesalers.

Notes:

Topic IV: SHOP MANAGEMENT

Generalization E: Reception duties, record keeping, personal management and salesmanship are necessary parts of shop management.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Reception Duties		The student will:		
		a. take appointments for patrons.		
2. Record Keeping		a. keep records (files)		
		b. maintain a file for a co-student or patron.		
3. Personnel Management		a. manage the salon by: <ul style="list-style-type: none"> - ordering material - maintaining the linen supply - serving as a receptionist - talking to irate patrons. 		
4. Sales		a. practice selling cosmetics to: <ul style="list-style-type: none"> - students - patrons. 	Selling should be low key.	
5. Contracts and Salaries		a. list rights and obligations of employees and employers under our capitalistic system.		
		b. calculate mathematical percentages.		

Notes:



VI. PERSONAL SERVICES

6. Beauty Culture 32B

INTRODUCTION

This module should be taken in sequence. Preceding content is reviewed and practiced. Emphasis is placed on customer service.

I. OBJECTIVE

The objective of Beauty Culture 32B is:

1. To assist the student in practice of advanced hair stylings with emphasis on workmanship, speed and management.

II. CONTENT SUMMARY

1. Hairstyling
2. Competitive judging
3. Color
4. Shop management
5. Wigs
6. Job search
7. Practice.

III. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

IV. REFERENCES

Same as for Beauty Culture 12.

Career Field: Personal Services

Topic I: HAIR STYLING

Major: Beauty Culture

Generalization A: The personal satisfaction and employability of the cosmetologist depends on his competency.

Course: 32B

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Hairstyling Techniques		<p>The student will:</p> <p>a. practice and gain speed and competence in:</p> <ul style="list-style-type: none"> - shampooing - fingerwaving - pin curling - roller placing - combing out 		
2. Blow Drying and Curling		a. dry and curl a head of hair.		
3. Hair Cutting		a. shape and cut a head of hair.		

Notes:

Generalization B: Successful hairstyling contestants require a knowledge of at least one international judging method and one method employed locally.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
<p>1. Judging</p> <p>- international</p> <p>- local</p>		<p>The student will:</p> <p>a. study judging criteria from European Associations.</p> <p>b. judge a finished head of hair using international criteria.</p> <p>c. study local criteria.</p> <p>d. judge a finished head of hair using local criteria.</p>		

Notes:

Generalization C: A cosmetologist must be competent to select and apply color to a head of hair.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Haircoloring		<p>The student will:</p> <ul style="list-style-type: none"> a. consult with patron on end result desired. b. select and mix the tint. c. apply, time and use accelerator when needed. d. remove the color. 		

Notes:

Generalization D: The operation of a beauty salon requires competence in personnel management, record keeping and salesmanship.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Personnel Management		The student will: a. receive calls b. book appointments. c. assign work. d. make change. e. dispense material to staff.		
2. Record Keeping		a. keep basic set of books b. compute pay using various pay plans.	Keep personal records.	
3. Salesmanship		a. arbitrate a customer complaint b. suggest appropriate services and merchandise to patrons.	Role play.	

Notes:

Generalization E: Wigs are in common usage and require special skills.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Care of Wigs		<p>The student will:</p> <ul style="list-style-type: none"> a. distinguish between human hair and synthetic wigs. b. clean a wig. c. shape a wig. d. color, rinse, set and comb out a wig or hairpiece. e. fit the wig or hairpiece into the customer's coiffure. 		

Notes:

Generalization F: A cosmetologist entering the field should know how to respond to a job interview, evaluate herself and prepare a resumé of the conditions of employment.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Resumé		The student will: a. assess his qualities which would be of interest to an employer. b. organize this assessment into a resumé.	Role play a job interview.	Canada Manpower
2. Employment		a. list apprenticeship rules. b. collect salary schedules. c. write a job definition.	Get information from Apprenticeship Branch.	
3. Establishing a Beauty Salon		a. list pros and cons of various locations. b. write a sample lease.		

Notes:

VI. PERSONAL SERVICES

7. Beauty Culture 32C

INTRODUCTION

This module is based primarily on customer service.

I. OBJECTIVE

The objective of Beauty Culture 32C is to provide the student with the opportunities of developing interests and expertise in working with customers.

II. CONTENT SUMMARY

1. Customer service
 - develop speed and accuracy
2. Standards
3. Meeting the customer
4. Work experience

III. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

IV. REFERENCES

As listed for Beauty Culture 12.

Topic I. CUSTOMER SERVICE

Major: Beauty Culture

Generalization A: Speed and accuracy are essential in customer service.

Course: 32C

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Speed		The student will:		
		a. perform Beauty Culture services within time limits set by the teacher.	Total customer service.	Styling magazines. DFX
2. Accuracy		a. perform customer services up to a reasonable standard and competency as judged by the teacher and patron.	Total customer service.	Estetica Modern Beauty Shop American Hairdresser

Notes:

VI. PERSONAL SERVICES

8. Beauty Culture 32D

INTRODUCTION

Beauty Culture 32D may be offered for 5 - 10 credits in order to allow a student to increase his competencies to the level required for writing the proficiency examination.

I. OBJECTIVES

The objectives of Beauty Culture 32D are:

1. To familiarize the student with the rules of the Apprenticeship Board examination and review of theory and practice:
2. To provide the students with the opportunity of work experience.

II. CONTENT SUMMARY

1. Practice
2. Work experience.

III. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

IV. REFERENCES

As listed for Beauty Culture 12.

Topic I: CUSTOMER SERVICE

Major: Beauty Culture

Generalization A: A review of all theoretical and practical aspects of Beauty Culture will facilitate successful completion of the Apprenticeship Board Examination.

Course: 32D

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Speed		The student will:		
		a. perform Beauty Culture services within a time set by the teacher.	Total customer service.	Styling magazines. DFX
2. Accuracy		a. perform customers services up to a reasonable standard and competency acceptable to the teacher and the patron.	Total customer service.	Estetica Modern Beauty Shop American Hairdresser
3. Apprenticeship		a. prepare for Apprenticeship Board examination.		

Notes:

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